

CDE, High School Leadership Division

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# High School!

A Monthly Newsletter for California Educational Leaders

## Experiential Learning

Many high schools offer experiential learning opportunities for students to help them make connections to the real world. This engagement of students keeps them interested in school, illustrates the importance of their academic courses, and presents ideas for possible careers. Experiential learning is often accomplished with assistance from parents, community organizations, post secondary educational institutions, and local business and industry.

## Highlight Site



Almost ten years ago, it became apparent to a group of Chico High School instructors that academic and career-technical education programs were about to experience political and public pressure for major reform. A handful of teachers, students, and parents came together with the united belief that, rather than dismantling and rebuilding these programs from scratch (or possibly losing career-technical education programs altogether), the best of both academic and career-technical education could be inte-

grated into an effective, progressive new college prep program to serve all students. Chico High's principal, Roger Williams, supported the concept and the experiment that was to become the Academy of Communications and Technology (ACT). ACT receives some of its funding from a Partnership Academy grant.

The goal of the ACT program was to fashion an environment that would provide students with the opportunity to explore their own talents, abilities, and personal passions, and to discover connections between their interests and education. Individual growth, rather than group composite assessment scores, was to be the focus and measurement of success for this program. Rather than preparing students for direct entry into the workplace, the career-technical focus serves as a hook to attract students to the program. This focus is used to support and promote academic instruction and success, and, in the case of ACT's media technology focus, a vehicle for their individual expression.

***I have a 4.0 GPA. I am successful in the traditional classroom. But that doesn't mean I like it. ACT has given me the opportunity to learn and apply my knowledge in creative ways.***  
**Anthea M.**

It is working. For each of the past two years, more than 200 students have applied for the 100 spots open to ninth graders in the ACT program. The 200 applicants equate to approximately 40 percent of the incoming ninth grade class. Retention rates and parent interest and involvement are exceptionally high. ACT graduates are going on to college at a rate exceeding 97 percent. When compared to Chico High's student population as a whole, ACT students are consistently 10 to 15 percent higher at each grade level and in each test category. ACT instructors will argue that this is a comparison of apples and oranges. When students feel personally involved and believe in a

# Highlight Site (cont.)

program, they are motivated to do better. But then, isn't that the whole point?

Here are some of the highlights of the ACT program:

- Instructors work to build a safe and secure family atmosphere for incoming ninth graders.
- Instructors create assignments that integrate academic and career-technical curriculum addressing content standards.
- Parents, students and community members are major partners in program operation.
- Service learning components are integrated throughout the program:
  - Ninth grade students work with visiting fifth and sixth graders, teaching computer presentation and video editing skills.
  - ACT tenth grade honors students enroll in a service learning/technology class where they develop major projects designed to serve their community.
  - Juniors work with local veterans to tell their stories through written, multimedia, and Web-based projects.
  - Students create and present multimedia and performance pieces sharing the academy program and student work at state and national education conferences.
- All ACT juniors are matched with mentors from the business community. Mentors are selected to match the occupational interest of each individual student.
- Seniors travel to the Los Angeles area to visit schools and studios (e.g., Los Angeles Center Studios, Media City Sound) to explore their future occupational choices.
- Seniors receive a special sash to be worn over their graduation gowns to honor them as ACT program graduates.

I think the mentor program is awesome! Having an adult (besides my teachers and family) spend time and care about me has meant a lot to me. I love ACT!  
Jason L

Under the guidance of program director Ron Pope, coordinator Chris Persson, and service learning coordinator Liz Metzger, the ACT program is reaching out to educators throughout California and across the country through a group of students who call themselves the ACT Presentation Team. Individuals on this team of more than 40 ACT students work before and after school, on weekends and over holiday vacations, creating multimedia presentation pieces designed to share student work and their experiences in the academy program at educational conferences. Team members present student projects, perform scenes from MacBeth and student-produced radio plays, sing, and, sometimes even dance. When extra time allows, these same students work all day and most of each night, producing videos for use in the general assemblies at conferences. Their goal is to find creative and entertaining ways to tell anyone and everyone that they believe this type of educational program works. Students receive no school credit and pay their own room and board at all conferences. There may be no better barometer of program success than the dedication of its students.

By Ron Pope, Program Director, Chico High School, < [rpope@cusd.chico.k12.ca.us](mailto:rpope@cusd.chico.k12.ca.us) >

I am a student at CSU, Chico. I also own an audio/video production studio where I produce radio and television commercials for local businesses. I donate time each year, teaching audio production to ACT sophomores. I want to help the program that did so much to help me. ACT works!  
Preston P. (ACT graduate)

# Principal of the State

## CAMALICH NAMED PRINCIPAL OF CALIFORNIA

The principal of La Serna High School in Whittier, Leo Camalich, has been awarded California's highest honor, Principal of the Year. Camalich was nominated by his peers and won the Los Angeles area district award. He was then eligible for the state award. In March, the Whittier Union High School Superintendent, Sandy Thorenson, called a meeting and notified Camalich, along with his secretary and assistant principals, of the award.

Camlich has been principal at La Serna High School for 21 years. Under his guidance, La Serna has consistently earned high scores in the state testing and is a California Distinguished School for the third time. "Basically, when I heard that I was given this award, I was humbled and honored," Camalich said. "I felt a real appreciation for the outstanding faculty that I work with and the respect I am given by students. We, as a whole, provide that winning team."

Camalich is now officially the Principal of the State of California. He recently attended a school and community dinner in his honor. When the La Serna staff learned of the award, they surprised Camalich by wearing t-shirts with his picture on them. The t-shirts read, "My Principal is the California State Principal of the Year, 2003." The faculty presented a cake and gave Camalich a two-minute standing ovation.

By Natalia Rodriguez, Student/Staff Writer, *The Freelancer*, La Serna High School, 562.902.9567.

## Counselor's Corner

### FEDERAL STUDENT AID FOR COUNSELORS

The U.S. Department of Education (ED) has a new Web site for middle school, secondary school and college outreach counselors at < [www.fsa4schools.ed.gov/counselors](http://www.fsa4schools.ed.gov/counselors) >. Counselors are an important source of information about college access and financial aid programs. ED's Federal Student Aid (FSA) Office has developed, specifically for counselors, an online source of information about student aid for colleges and career schools.



Resources available from FSA include the *High School Counselor's Handbook*, federal student aid publications (with instructions on how to print or order them), videoconferences, scripts and slides for presenting a financial aid night, and much more. Explore FSA for Counselors, bookmark the Web site, and share it with your colleagues and with teachers, librarians, principals, and others who help guide students toward postsecondary education.

By Paul Meyers, CDE, Counseling and Student Support Office, < [pmeyers@cde.ca.gov](mailto:pmeyers@cde.ca.gov) >

# Academics and Civic Responsibility

As we search for ways to keep youth engaged in their studies and encourage them to assume the responsibilities of living in a democratic society, we can look to service-learning as an important ally. CalServe, with an annual federal grant from the Corporation for National and Community Service, supports local education agencies throughout California in providing service-learning opportunities for all students.

Through the CalServe Initiative, the California Department of Education (CDE) provides direct funding assistance to 23 school-community partnerships and 12 regional leads that involve over 84,000 students and approximately 8,000 community volunteers in urban, rural and suburban communities throughout the state. It is the CDE's vision that by the year 2004, 50 percent of all districts will include service-learning as part of their regular instructional practice, engaging students in at least one service-learning experience at each grade span (K-5, 6-8, and 9-12).

During the high school years when students often ponder those existential questions like, "Why me?", "What now?", "What for?", and just "Why?", educators are challenged to provide a process of meaningful engagement. Service-learning does just that. It begins with student assessments of genuine community needs. School-community partnerships are formed to guide initiatives and provide settings for students to learn and serve that are beyond school walls. From the beginning, there are opportunities for youth leadership and asset building as students tackle real-life issues and see that they can make a difference.

As always, the teacher is critical to success. Service-learning is a curricular strategy. A connection between academics and service is needed; the teacher must know what the service is being used to teach and make this intention clear to the students. Service-learning always includes an element of reflection where students are encouraged to write and think about what they have learned.

When teachers are intentional about using service-learning to teach citizenship, students take a more active role in their schools and communities and come to acquire and practice the habits, skills and dispositions of citizenship. Students learn how to assess needs, push for change when necessary, and come to see themselves as active agents of their own lives and learning instead of passive recipients of the required curriculum. Service-learning is also an opportunity for cooperative learning. Students become more appreciative of one another and more tolerant of differences as they work together. School climate often improves, and a feeling of connection to the community is built.

Many resources, including lesson plans, are available on CalServe's Web site < [www.cde.ca.gov/calserve/](http://www.cde.ca.gov/calserve/) >.

By Carol Ginzburg, CDE, Learning Support and Partnerships, < [cginzbur@cde.ca.gov](mailto:cginzbur@cde.ca.gov) >, 916.319.0540

# The Four Year Project

Students at La Serna High School in Whittier have a senior project that builds on an academic foundation that has been laid out over four years. A national program, interestingly called Senior Project, is offered by an organization called SERVE < [www.serve.org](http://www.serve.org) >. Senior Project was first introduced in North Carolina in 1994, and was brought to the La Serna community in 1996. The motivation behind the idea was provided by a desire to find a way to keep the seniors engaged during their last semester—an antidote to “senioritis.” But it has provided benefits and success far beyond its original intended purpose.

Students begin laying the groundwork for Senior Project presentations in their freshman year when they are required to give two oral presentations. During the sophomore year, a persuasive speech is given. In the junior year, the students write a five to seven page research paper, in Modern Language Association (MLA) format, taking a position on a United States constitutional amendment-related topic. They are also required to deliver a persuasive speech based on that information. By their senior year, students have encountered every component of the project except the required fieldwork.

During the second semester of senior year, students are introduced to Senior Project. The project consists of three components:

1. Six to eight page research paper that is:
  - Written on a school board-approved topic
  - Formatted in MLA
  - Typed and double-spaced
2. Fieldwork that includes:
  - School board-approved work activities
  - Fifteen hours of voluntary, non-salaried work supervised by an adult mentor
  - Learning stretch (a challenging *new* activity OR activity that builds upon an existing knowledge base in a *new* and *challenging* manner)
3. Presentation that includes:
  - Seven to ten minute oral presentation to a panel
  - Visual aid displaying the student's fieldwork
  - Bound portfolio containing all work
  - Appropriate attire
  - Question and answer period

One of the most exciting, terrifying and rewarding parts of the experience comes when the students present their project for evaluation before panels comprised of La Serna faculty and community members. One of the most beneficial by-products of the undertaking is the opportunity to share with the community La Serna students engaged in a positive and productive educational experience. There are more than 100 volunteers from the community who give one day each year to participate. As the reputation of Senior Project has grown, more and more community members request to be included in this affirmative experience.

La Serna High School and the surrounding community have embraced Senior Project, and the quality of product continues to improve each year.

By Karen Lantz, Teacher/College Advisor/Senior Project Coordinator, La Serna High School,  
< [karen.lantz@wuhsd.k12.ca.us](mailto:karen.lantz@wuhsd.k12.ca.us) >

# W o r k E x p e r i e n c e



## WORK EXPERIENCE EDUCATION CONNECTS STUDENTS TO REAL LIFE

The California Department of Education (CDE) has a significant long-term role in connecting the educational experiences of students to real life workplace experiences.

### What is Work Experience Education?

Work Experience Education has gained recognition as a vital component of education in today's rapidly changing technological society. It is work-based learning designed to link the academic core curriculum with the world of work while providing elective credits. Work Experience Education utilizes the community's businesses and industries as career training laboratories. Students can learn or refine skills, increase skill levels, apply academic lessons to real life, and systematically observe task performance and working conditions in actual work settings.

### What are the three types of Work Experience Education?

1. Exploratory - non-paid, structured occupational and community experiences
2. General - paid employment, possibly not related to an occupational goal
3. Vocational - paid employment, directly related to a student's occupational goal

### What is the role of the Office of Workforce Development?

The primary responsibility for management of Work Experience Education lies in the Office of Workforce Development, High School Leadership Division at the CDE. The office provides state-wide leadership for work experience educators in collaboration with the California Association of Work Experience Educators (CAWEE). CDE staff offers technical assistance and monitoring to school districts to develop and implement district plans for work experience. The plans address district responsibilities, teacher qualifications, student enrollment criteria, and so on. Technical assistance is also provided to incorporate California Model Curriculum Standards for Work Experience Education into the work experience curriculum. The performance standards include: interpersonal skills, thinking and problem-solving skills, occupational safety, employment literacy, and technology literacy.

For the *CAWEE Work Experience Nuts and Bolts Tool Kit*, contact Teri Anticevich, CAWEE, < [taatla@aol.com](mailto:taatla@aol.com) >, 909.780.7997.

For the *Work Experience Instructional Guide*, contact Russell Pierce, Corona-Norco USD, < [rpierce@corona-hs.cnusd.k12.ca.us](mailto:rpierce@corona-hs.cnusd.k12.ca.us) >, 909.736.3218.

By Mary Lou Naylor, CDE, Office of Workforce Development, < [mnaylor@cde.ca.gov](mailto:mnaylor@cde.ca.gov) >, 916.445.5620

# C A H S E E U p d a t e

## CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) UPDATE

### AB 1609 Study Report Delivered May 1

*Education Code* Section 60857 (Statutes of 2001, Chapter 716, AB 1609) requires a study to examine whether the test development process and the implementation of standards-based instruction meet required standards for a high-stakes test. Human Resources Research Organization (HumRRO) conducted this study and provided a written report to the State Board of Education (SBE) on May 1 and reported to the SBE on May 7. The SBE is reviewing this report and is expected to announce its decision on whether to delay the consequences of the CAHSEE at the June 11-12 or July 9-10 SBE meeting. The report is posted on the California Department of Education's CAHSEE Web site < [www.cde.ca.gov/statetests/cahsee/](http://www.cde.ca.gov/statetests/cahsee/) >.

### Revised Timeline for Distribution of Student Study Guides

As a result of revisions to the draft CAHSEE study guides, the timeline for their release has been revised. The English-language arts guide is expected to be available electronically in late May and the mathematics guide is expected to be available electronically in late June. The electronic versions will be posted to the CDE's CAHSEE Web site

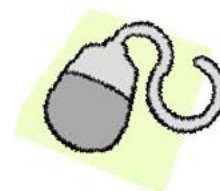
< [www.cde.ca.gov/statetests/cahsee/](http://www.cde.ca.gov/statetests/cahsee/) > once they are available. Both study guides are scheduled to arrive in districts in late July. Districts will receive one copy of each study guide for every tenth grade student who does not pass the March or May administration of the CAHSEE.

By Jessica Valdez, CDE, Standards and Assessment Division, < [jvaldez@cde.ca.gov](mailto:jvaldez@cde.ca.gov) >

## W o r t h a C l i c k

**CalServe Lesson Plans** – Quick, Web-based access to a variety of lesson plans that use the service-learning teaching method.

< [www.cde.ca.gov/calserve/LessonPlans/](http://www.cde.ca.gov/calserve/LessonPlans/) >



**California Partnership Academies** – Overview of the Partnership Academy program, including best practices and performance data. < [www.cde.ca.gov/partacad/](http://www.cde.ca.gov/partacad/) >

### Career-Technical Student Leadership Organizations –

DECA (Marketing) – < [www.cadeca.org](http://www.cadeca.org) >

FBLA (Business) – < [www.cafbla.org](http://www.cafbla.org) >

FFA (Agriculture) – < [www.calaged.org](http://www.calaged.org) >

FHA-HERO (Home Economics Careers and Technology) – < [www.hect.org/fhahero/](http://www.hect.org/fhahero/) >

HOSA (Health) – < [www.cal-hosa.org](http://www.cal-hosa.org) >

SkillsUSA (Industrial/Technology) – < [www.casusa.org](http://www.casusa.org) >

## F u n d i n g O p p o r t u n i t i e s

More information about funding opportunities can be found at < [www.cde.ca.gov/funding/](http://www.cde.ca.gov/funding/) >.

Public Charter Schools Grant Program

Available: March 20, 2003

Due: June 27, 2003

< [www.cde.ca.gov/charter/grant](http://www.cde.ca.gov/charter/grant) >

Advanced Placement Test Fee Reimbursement Program

Available: March 27, 2003

Due: August 15, 2003

< [www.cde.ca.gov/pr/ap/testfee.html](http://www.cde.ca.gov/pr/ap/testfee.html) >

## 2003 California Distinguished Schools



The Distinguished Schools underwent a rigorous selection process conducted by the California Department of Education (CDE) in partnership with the California County Superintendents of Schools Educational Services Association, and with the help of many local educators from across the state.

Applications were evaluated by teams of local educators under the direction of CDE, and those schools judged to be exemplary were visited by an outside review team to validate the application information. The areas that were examined include vision and standards; student assessment; curriculum and instructional practices; teacher professionalism; educational technology and library media services; school culture; curricular paths and academic guidance; students at-risk and with special needs; safe and healthy school and coordinated services; and family participation and community partnerships.

| County       | District                     | High School           |
|--------------|------------------------------|-----------------------|
| Alameda      | Dublin Unified               | Dublin High           |
|              | Fremont Unified              | Mission San Jose High |
| Contra Costa | Acalanes Union High          | Las Lomas High        |
| El Dorado    | El Dorado Union High         | Union Mine High       |
| Fresno       | Clovis Unified               | Clovis High           |
|              | Clovis Unified               | Clovis West High      |
| Humboldt     | Northern Humboldt Union High | McKinleyville High    |
| Imperial     | Imperial Unified             | Imperial High         |
| Lake         | Middletown Unified           | Middletown High       |
| Lassen       | Lassen Union High            | Lassen High           |
| Los Angeles  | ABC Unified                  | Whitney High          |
|              | Bellflower Unified           | Mayfair High          |
|              | Beverly Hills Unified        | Beverly Hills High    |
|              | Bonita Unified               | Bonita High           |
|              | Bonita Unified               | San Dimas High        |

## Distinguished Schools (cont.)

| County         | District                       | High School                                   |
|----------------|--------------------------------|---|
| Los Angeles    | El Segundo Unified             | El Segundo High                               |
|                | La Cañada Unified              | La Cañada High                                |
|                | Long Beach Unified             | Avalon High                                   |
|                | Long Beach Unified             | California Academy of Mathematics and Science |
|                | Palos Verdes Peninsula Unified | Palos Verdes Peninsula High                   |
|                | Pomona Unified                 | Diamond Ranch High                            |
|                | Santa Monica-Malibu Unified    | Malibu High                                   |
|                | Torrance Unified               | South High                                    |
|                | Whittier Union High            | La Serna High                                 |
| Marin          | Tamalpais Union High           | Redwood High                                  |
| Orange         | Huntington Beach Union High    | Fountain Valley High                          |
|                | Placentia-Yorba Linda Unified  | Esperanza High                                |
| Riverside      | Corona-Norco Unified           | Norco High                                    |
|                | Desert Sands Unified           | La Quinta High                                |
| Sacramento     | San Juan Unified               | Bella Vista High                              |
| San Bernardino | Chaffey Joint Union High       | Rancho Cucamonga High                         |
| San Diego      | Carlsbad Unified               | Carlsbad High                                 |
|                | Coronado Unified               | Coronado High                                 |
|                | Oceanside Unified              | El Camino High                                |
|                | San Diego City Unified         | La Jolla High                                 |
|                | Vista Unified                  | Guajome Park Academy, Inc.                    |
|                | Vista Unified                  | Rancho Buena Vista High                       |
| San Francisco  | San Francisco Unified          | Gateway High                                  |
|                | San Francisco Unified          | Raoul Wallenberg Traditional High             |
|                | San Francisco Unified          | School of the Arts                            |
| San Joaquin    | Tracy Joint Unified            | Merrill F. West High                          |
| Santa Barbara  | Santa Maria Joint Union High   | Ernest Righetti High                          |

## Distinguished Schools (cont.)

| County      | District                           | High School         |
|-------------|------------------------------------|---------------------|
| Santa Clara | Campbell Union High                | Leigh High          |
|             | East Side Union High               | Piedmont Hills High |
|             | Fremont Union High                 | Homestead High      |
|             | Fremont Union High                 | Lynbrook High       |
|             | Fremont Union High                 | Monta Vista High    |
|             | Mountain View-Los Altos Union High | Mountain View High  |
|             | San Jose Unified                   | Leland High         |
| Shasta      | Shasta Union High                  | Foothill High       |
| Sierra      | Sierra-Plumas Joint Unified        | Loyalton High       |
| Tehama      | Corning Union High                 | Corning High        |
| Tulare      | Tulare Joint Union High            | Tulare Union High   |
| Ventura     | Conejo Valley Unified              | Westlake High       |
|             | Moorpark Unified                   | Moorpark High       |

## 2003 Exemplary Career Technical Education Schools

The Exemplary Career Technical Education School awards are a one-time “special emphasis” honor given to schools that rise to the challenge of providing career technical education programs to their students based upon local and regional needs. These recognized high schools are providing a firm foundation of such career programs and services in which all students can participate. Each recipient of the career technical education award submitted an optional application that was judged by a team of career technical education experts and was visited by a review team to validate the information.

| County      | District                  | School             |
|-------------|---------------------------|--------------------|
| Orange      | Saddleback Valley Unified | Trabuco Hills High |
| Riverside   | Corona-Norco Unified      | Norco High         |
| San Diego   | Coronado Unified          | Coronado High      |
| Santa Clara | San Jose Unified          | Leland High        |

## 2003 Model Continuation High Schools

More than 64,000 California high school students attended 525 continuation high schools in 2001-2002. An educational option since 1919, continuation education programs are designed to meet the needs of students aged 16 through 18 who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their schooling.

Continuation high school award applicants were required to perform a self-evaluation based on 60 quality indicators of program performance, including school management, curriculum, instructional strategies, and guidance and counseling. Applicants were also evaluated on assessment and evaluation data that demonstrated exemplary students outcomes. Parents, students, and community members were asked to comment on their respective schools. Finalists were visited by a review team before being recommended for model school status.

| County      | District                      | High School                           |
|-------------|-------------------------------|---------------------------------------|
| Alameda     | Pleasanton Unified            | Village High School                   |
| Humboldt    | Eureka City                   | Zoe Barnum High School                |
| Los Angeles | Glendale Unified              | Allan F. Daily High School            |
| Los Angeles | Hacienda La Puente Unified    | Valley Alternative                    |
| Los Angeles | Los Angeles Unified           | San Antonio High School               |
| Los Angeles | Montebello Unified            | Vail High School                      |
| Los Angeles | Temple City Unified           | Temple City Community Learning Center |
| Marin       | San Rafael City               | Madrone High School                   |
| Merced      | Los Banos Unified             | San Luis High School                  |
| Orange      | Placentia-Yorba Linda Unified | El Camino Real High School            |
| Placer      | Roseville Joint Union         | Adelante High School                  |
| Riverside   | Palm Springs Unified          | Mt. San Jacinto High School           |
| San Diego   | San Dieguito Union            | Sunset High School                    |
| San Diego   | San Marcos Unified            | Twin Oaks High School                 |
| Sacramento  | Elk Grove Unified             | Rio Cazadero High School              |
| Santa Cruz  | Pajaro Valley Unified         | Renaissance High School               |
| Shasta      | Gateway Unified               | Mountain Lakes High School            |
| Solano      | Fairfield-Suisun Unified      | Sem Yeto High School                  |
| Sonoma      | Santa Rosa                    | Ridgway High School                   |
| Ventura     | Oak Park Unified              | Oak View High School                  |



## High School!



Department of Education  
High School Leadership Division  
Patrick Ainsworth, Director  
1430 "N" Street, Suite 4503  
Sacramento, CA 95814

Kelly Goughnour, Editor  
High School Improvement Office  
E-mail: [kgoughno@cde.ca.gov](mailto:kgoughno@cde.ca.gov)  
Phone: 916.324.0582  
Fax: 916.324.4848

Cindi Cereceres-Anderson, Design  
E-mail: [cianders@cde.ca.gov](mailto:cianders@cde.ca.gov)

You are at:  
< [www.cde.ca.gov/shsd/newsletter/](http://www.cde.ca.gov/shsd/newsletter/) >

## Conference Calendar

### California Association of Administrators of State and Federal Education Programs

"The 3 R's of No Child Left Behind"

Results, Review, and Regulations

June 17-19, 2003

Hyatt Regency, Sacramento, California

Karen Chizek, 530.889.5990

< [www.caasfep.com](http://www.caasfep.com) >

### California Department of Education

FAST – A Focused Approach to Standards and Testing  
Business Education

Hilton Mission Valley, San Diego, California

June 23-24, 2003

805.922.6966

< [www.bused.org](http://www.bused.org) >

### California Teachers Association

2003 Summer Institute

July 27-August 1, 2003

UCLA - Conference Center, Los Angeles, California

650.552.5395

### California Department of Education

Leadership and Management Conference

Home Economics Careers and Technology Education

Rancho Las Palmas Resort, Rancho Mirage, California

August 6-8, 2003

916.319.0890

## G o t e - m a i l ?

Join the CDE *HIGH SCHOOL!* list serve at < [www.cde.ca.gov/shsd/newsletter/](http://www.cde.ca.gov/shsd/newsletter/) >  
to receive reminder messages about upcoming issues and Web posting dates.

If you have comments, contributions, or questions for *High School!* please contact Kelly Goughnour at < [kgoughno@cde.ca.gov](mailto:kgoughno@cde.ca.gov) >. Your ideas and suggestions are welcome.